

Investigation Of The Effect Of Peer Pressure Levels On The Risk-Taking Tendency Of Teacher's Candidates

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Abstract

The aim of this research is to examine the relationship between the peer pressure levels of prospective teachers and their risk-taking tendencies. In order to achieve this aim, 503 students at Erciyes University studying in the physical education and sports, mathematics, physics, chemistry, classroom, biology, geography and Turkish teaching departments were selected by coincidental methods for this research. To collect data, the students filled out, the 'Peer Pressure Scale' for Peer Pressure Levels (UOI) developed by Kıran Esen (2003), the Risk-Taking Scale developed by Bayar and Sayıl (2005), and the "Personal Information Form" prepared by the researcher. The survey data were used to determine the students' risk-taking tendencies. The data obtained from the Personal Information Sheet were analyzed via the SPSS 20.0 package program. The personal information and inventory total scores and factor scores for the candidates were determined by determining the frequency (f) and percentage (%) values. Multiple regression analysis (β) was used to determine whether Pearson Moments Multiplication Correlation analysis (r) and their scores were predictive of each other in order to reveal the relationship between the scores obtained from the scales. Indirect peer pressure and direct peer pressure have significant effects on the risk-taking tendencies of teacher candidates. At the same time, when looking at the general dimension of peer pressure, it was found that it increased the risk-taking tendency significantly and accounted for 38.1% of the total variance.

Key words: *Peer Pressure, Risk-Taking Tendencies, Teacher Candidates*

Introduction

Today's candidate teachers, who will train future generations, face many different situations in universities where they are educated. Some of these experiences are undesirable. It tends to take risks without thinking in a way that is an important one.

Taking risk is the act of putting an individual's health at risk and creating life-threatening behaviors. In other words, risk-taking means that the individual evaluates the current situation and chooses the direction with a high hazard ratio (Kıran, 2002). Davidsson (2010) defines the likelihood of encountering undesirable outcomes and the fact that these probabilities are used as a numerical phenomenon. Fisherman (2009) is the risk; the probability of occurrence of an undesirable event or effect. On the other hand, risk-taking; (Wakkee et al., 2010), without knowing what the consequences will be, in an unknown territory or on unknown conditions. Risk is actually used to draw attention to the possibility of losing more in daily life, although it is a word that points to uncertainty (Yılmaz, 2002). According to another definition, risk is defined as behaviors that may include threats to the life of the individual or of the later life (Machamer and Gruber, 1998). There are variables such as socioeconomic status, peer groups, sexual identity, educational status, perceived success of the individual, which may affect risk-taking behavior. Especially when considering the age range, it covers the university education; it also coincides with periods of isolation and gaining identity against adulthood, corresponding to adolescence. From this point of view, one of the first factors that comes to mind about risk-taking tendency may be a group of friends or peers. It is thought that peer pressure may affect the tendency to take risks in college to start from high school years.

The risk-taking behaviors that are thought to be related to peer pressure are, in general, health, and life-threatening behaviors that are likely to result in disease or death (Smith, 2001). Psychosocial consequences of risky behaviors

are claimed to be as damaging as biomedical consequences. Peer pressure is often perceived by adults as a cry of fear. The peer pressure was loaded with negative associations as a word. Young people feel comfortable sharing their problems with their peers and feel their peers understand their feelings better than adults. (Kiran, 2002). Clasen and Brown (1985) defined peer pressure as pressure from peers, whether or not they want to, or avoiding doing something or doing something (act Aktuğ, 2006).

The aim of our work in the light of the above statements is to determine if the level of peer pressure of university students influences the tendency to take risks, and if so, what level. When the literature is examined, it is possible to find out about studies related to childhood and adolescence period, but it is seen that the number of studies done to university level people is very low. Particularly this work on teacher candidates can guide the next studies and authorities in the faculty who teach the teacher.

Material And Method

Studying Group

This research is in the relational screening model. This screening model can be defined as "... research models aimed at determining the presence and / or degree of exchange between two and more variables" (Karasar 2007). Research; Erciyes University in order to examine the peer pressure levels and risk-taking tendencies of the students who are studying in various teaching areas. In addition, these people were applied with socio demographic information form

Creation of Voluntary Groups:

The research will be conducted through the working group. Working group Erciyes University; 503 students selected by coincidental methods studying in the 4th grade in physical education and sports, mathematics, physics, chemistry, classroom, biology, geography and Turkish teaching departments.

Data Collection Tools

During the application of the questionnaires that will be applied to the students in the research, besides the researcher, the academic staff working at the university tried to create a healthy evaluation process for the candidates by making the necessary explanations in a timely manner without rushing to each of the candidates. 'Peer Pressure Scale' for Peer Pressure Levels (UOI) was developed by Kiran Esen (2003) and is a likert type of 5. The Risk-taking Scale developed by Bayar and Sayıl (2000) as a 5-point Likert type and the "Personal Information Form" prepared by the researcher were used to determine the risk-taking tendencies of the students.

Socio-demographic Information Form

While creating the socio-demographic information form of the study, the socio-demographic information forms of the personality traits and achievement orientations studies were examined and a pool consisting of the characteristics to be examined in the students was created. Later on, sociodemographic information form was created by help of statistical experts. This socio-demographic information form created contains 6 questions in order to obtain participants' age, gender, department, general academic grade average, mother and father education status.

Table 1. Socio-Demographic Characteristics of the Participants

	Variables	N	%
Gender	Male	259	51,5
	Female	244	48,5
Age	18-21	125	24,9
	22-25	267	53,1
	26-29	111	22,1
Department	Physical Education and Sports	86	17,1
	Class	81	16,1
	Math	57	11,3
	Chemistry	50	9,9
	Biology	52	10,3
	Physics	70	13,9
	Geography	57	11,3
	Turkish	50	9,9
General Academic Average	1.25-1.99	32	6,4
	2.00-2.99	240	47,8
	3.00-4.00	231	45,8
Mother Education Status	Primary education	290	57,7
	High school	163	32,4

Father Education Status	University	50	9,9
	Primary education	190	37,8
	High school	207	41,2
	University	106	21,1

Peer Pressure Scale

Developed by Kiran (2002), the Peer Pressure Scale (SIS) is a five-point likert type measure aiming to measure the peer pressure experienced by adolescents. There are two sub-scales of the SOP. For the whole scale, the Cronbach alpha coefficient (34 items) is .90, for the Direct Peer Pressure Subscale (19 items) .89, for the Indirect Peer Pressure Subscale (15 items) .82. In addition, the test-retest reliability coefficient was .82 for the entire scale, .74 for the Direct Peer-Pressure Subscale, and .79 for the Indirect Peer-Pressure Subscale. In the validity study of the SFA, factor analysis was conducted to determine the validity of the structure. The total variance explained by the two factors obtained is 40, 527%. Only one score is obtained from the scale. High scores on the scale indicate that peer pressure is high and low peer pressure is low.

Risk-taking Tendency Scale

Risk Assessment Scale (RAD): Risk-taking behavior was developed by Bayar and Sayıl (2000) to determine the frequencies and types of risk-taking behaviors. The one-dimensional scale consists of 25 items and is a self-report scale. Each item is scored as a 5-point Likert, "never," "rarely," "sometimes," "frequently," or "very often." Internal consistency coefficient of your scale. (Bayar and Sayıl, 2000). In this study, the first six items (more than 50%) were identified in the frequency analysis in order to make the scale suitable for the university period (Uludağlı and Sayıl, 2009), taking into consideration another study using the same scale crossing over, spending too much money, coming home late at night, friendship with people not approved by the family, wearing seat belts in the car); The analyzes were carried out using the values calculated on the scale of 19 items. The Cronbach Alpha internal consistency coefficient obtained from this study sample in this state of the scale. 88 (n = 199)

Analysis of data

Data from the Personal Information Form, Peer Pressure and Risk-taking Tendency scale were entered into the SPSS 20.0 package program and analyzes were conducted through this program. The personal information and inventory total scores and factor scores for the candidates were determined by determining frequency (f) and percentage (%) values. Multiple regression analysis (β) was used to determine whether Pearson Moments Multiplication Correlation analysis (r) and Achievement scores were predictors of relationship between the scores obtained from the scales.

Findings

Table 2. Descriptive statistics of the students' responses to the questionnaire

	N	Minimum	Maximum	X \pm SS
Direct Peer Pressure	503	19.00	69.00	25.07 \pm 8.97
Indirect Peer Pressure	503	15.00	54.00	21.94 \pm 7.81
Peer Pressure Total	503	34.00	123.00	47.02 \pm 16.01
Risk-taking Tendency	503	18.00	75.00	30.28 \pm 11.48

When Table 2 was examined, the mean scores of the direct peer pressures of the volunteers were 25.07, the mean of the indirect peer pressures was 21.94, the average of the peer pressure scores was 47.02 and the average of the risk-taking tendencies was 30.28.

Table 3. Correlation Coefficients Between the Students' Peer Pressure and Risk-taking Tendency (n=503)

		1	2	3	4
Direct Peer Pressure ¹	r	1			
	p				
	n	503			
Indirect Peer Pressure ²	r	.852**	1		
	p	.000			
	n	503	503		
Peer Pressure Total ³	r	.967**	.957**	1	
	p	.000	.000		
	n	503	503	503	
Risk-taking Tendency ⁴	r	.563**	.629**	.617**	1
	p	.000	.000	.000	
	n	503	503	503	503

When Table 3 was examined, it was found that there was a significant positive risk-taking tendency between the risk-taking tendency and the direct peer pressure ($r = .563$ $p = .000$) was found to be positively correlated in the positive direction.

Table 4. Regression Table for Students' Peer Pressure to Predict Risk-taking Tendency

		B	T	P	R	R ²	F	P
Direct Peer Pressure	Risk-taking Tendency	.563	15.162	.000	.563	.317	229.896	.000
Indirect Peer Pressure	Risk-taking Tendency	.629	18.057	.000	.629	.396	326.071	.000
Peer Pressure Total	Risk-taking Tendency	.617	17.475	.000	.617	.381	305.375	.000

F(1,497)

When Table 4 is examined, the model between the direct peer pressure and the risk-taking tendency presents a meaningful relationship ($t = 15.162$ $p = .000$) when the t-test results of the significance of the regression coefficient are examined ($R = .563$ $R^2 = .317$; $p < .005$) peer pressure predicted a tendency to take risks and explained 31.7% of the total variance. $F(1,497) = 229.896$ $p < .005$

When the results of the t-test on the significance of the regression coefficient are examined ($t = 18.057$ $p = .000$), indirectly the relationship between the indirect peer pressure and the risk-taking tendency presents a meaningful relationship ($R = .629$ $R^2 = .396$; $p < .005$) peer pressure predicted a tendency to take risks, and the total variance explained 39.6%. $F(1,497) = 326.071$ $p < .005$

When the results of the t-test on the significance of the regression coefficient are examined ($t = 17.475$ $p = .000$), the model shows a significant relationship between the peer pressure sum and the risk-taking tendency ($R = .617$ $R^2 = .381$; $p < .005$), peer pressure predicted a tendency to take risks and explained 38.1% of the total variance $F(1,497) = 305.375$ $p < .005$.

Discussion And Result

In this study, the peer pressure as a predictor of the risk-taking tendency, which is closely related to the sociability and personality development of the teacher candidates, was examined and whether or not their relations were examined.

Both general peer pressure and sub-dimensions; there was a high level of positive correlation between positive and indirect peer pressure and risk-taking tendency. When study findings are examined, it is seen that tendency to take risks increases as peer pressure increases. Regression analysis reveals that peer pressure explains the risk-taking tendency by 38.1%.

Pearl, Bryan and Herzong (1990) stated that young men have more peer pressure and are more likely to participate in risky behaviors. Kıran-Esen (2003) found that there was a significant relationship between peer pressure and risk-taking in a study conducted by high school students. Uludağlı and Sayıl (2009) reported an increase in the frequency of risk-taking behaviors in girls' high school and university students according to all university, high school first class; an increase in risk-taking behaviors with the transition to university in men and a decrease in college in the last year. When studies on age differences in risk-taking behaviors are examined, it is seen that young people show higher risk behaviors due to increased autonomy in the adolescence period compared to the middle adolescence period (Byrnes et al., 1999, Shucksmith, Glendinning and Hendry, 1997). According to the findings of the study on dusty (2014) university students, after leaving the high school environment, they form young and new groups of friends who enter a new university in the university, which can cause them to spend less time on groups of old friends. Along with the changing environment, the agenda and occupations are changing, and they are experiencing similar processes to the group that they created with their new friends who share the same environment. This makes it more than necessary to spend more time with colleagues in college. Research findings show that college students' groups of friends are influential on themselves and that sometimes it is negative and sometimes negative. Morsünbül (2013) found that university students showed higher risk behaviors than high school and non-student groups in their study of high school students, university students and non-student individuals comparing them in terms of identity dimensions and risk-taking behaviors.

As a result, in our study, the results of the teacher candidates reading at university have been reached, expressing that they might be affected by their friends and take risks. It can be said that not only in adolescence but also in youth and higher education era, teacher candidates are influenced by their peers. In the teaching departments, field activities such as the intense social relations, the availability of practical courses and the internship for the curriculum have made the teachers closer to the groups of friends. It is thought that the reasons such as fear of

humiliation in the group, need for belonging, showing themselves and living away from the family lead the people to submit to negativities of peer groups and to take negative risks.

Suggestions

- Families can communicate with their children more intensively and in a healthy way, preventing them from going to inappropriate places to meet their needs, such as love, devotion.
- Higher education institutions may plan for self-esteem improvement activities.
- How students can distinguish situations where risk is planned and beneficial from negative situations can be given as a course in the curriculum
- When parents need it, they can teach their children that they can say no and that they can decide for themselves.

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